1: Nadel E-5 (1934-1936) 1942
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of the girls' *ena*. So much for the interpretation of the *ena nyentsugbi* on the lines of the Nupe argument.

But if for women the age-grade career comes to an end with marriage, while for men marriage represents neither a limit nor even a conspicuous grade in the age-grade career, this reflects also the different sociological significance that marriage has for women and men. For women, it is the end of one life and the beginning of another. It means change of home and family bonds, and initiation into new aims and duties. For men, marriage—a first marriage—does not even coincide with the periodical readjustments in the labour-unit, i.e. the release from the *efakó* group which, as we have seen, takes place as a rule when a man has two wives or grown-up children. The social career of the men—achievement of economic independence, promotion to office, and responsible position in the community—only begins to fulfil itself long after their first marriage; that of the women is meant to enter its last phase in marriage. Indeed we have seen that when the woman claims the right of an independent, continued, social career, she must buy it with the sacrifice of the marriage union.

As regards the institution of the parallel age-grades its practical value seems to be that it prepares the ground for the first experiences of sex relations. Or rather, it aims at circumventing, and dulling, this unsettling first experience. Enabling the sexes to meet in the critical age, between 13 and 16, as it were on neutral ground, openly and respectably, it tends to remove some of the secrecy and unhealthy curiosity that is part of the mental transition from the self-contained existence of early youth to the new awareness of the polarity of sex. Our study of adult sex morality has left no doubt about the restricted effectiveness of this native 'co-educational' scheme. It must fail because it is, like all faulty education, in the nature of a palliative. It breaks the adolescent, we might say, gently, to the moral code of adulthood, but it adopts this code in all its dangerous narrowness and its rigid exclusion of amorous experiments and pre-marital sex relations. If age-grade discipline paves the way for adult sex morality, it does so also with respect to its repressions and inhibitions, and that final sweeping reaction against conventional morality which we could study in the adult life of the Nupe people.

To summarize. The age-grade associations include the adolescent male (and to lesser extent female) population of Nupe from early youth up to the threshold of adulthood. The most vital years in individual development are thus brought under the influence of this institution. We have studied the decisive part which it plays in moulding the personality of its members and in defining their attitude towards tasks and problems which they are to face in adult life. The essence of the institution of age-grades is, then, preparation—a twofold preparation. Its first aspect is the fashioning in the framework of the age-grades of sentiments of solidarity which are to bind the group at large.

This involves an important theoretical problem which has greatly engaged the attention of modern sociologists and social psychologists, namely, the possibility of transferring co-operation and solidarity